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ABSTRACT

Both student and teacher materials for a unit introducing elementary students to conflict situations and conflict resolution techniques are presented. The student materials contain pre- and posttests and 27 exercises in which students examine emotions, love and friendship, frustration, learned behavior, and basic needs, and explore different ways to resolve conflicts. Activities include word scrambles, puzzles, games, simulations, writing assignments, problem solving, and question-answer exercises. The teacher's guide contains overall unit objectives and concepts as well as teaching suggestions, vocabulary, and extension activities for each of the student exercises. Pen and ink drawings of five conflict situations with which elementary students can identify conclude the unit. (LP)

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CREATIVE CONFLICT SOLVING FOR KIDS

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by
Fran Schmidt
and
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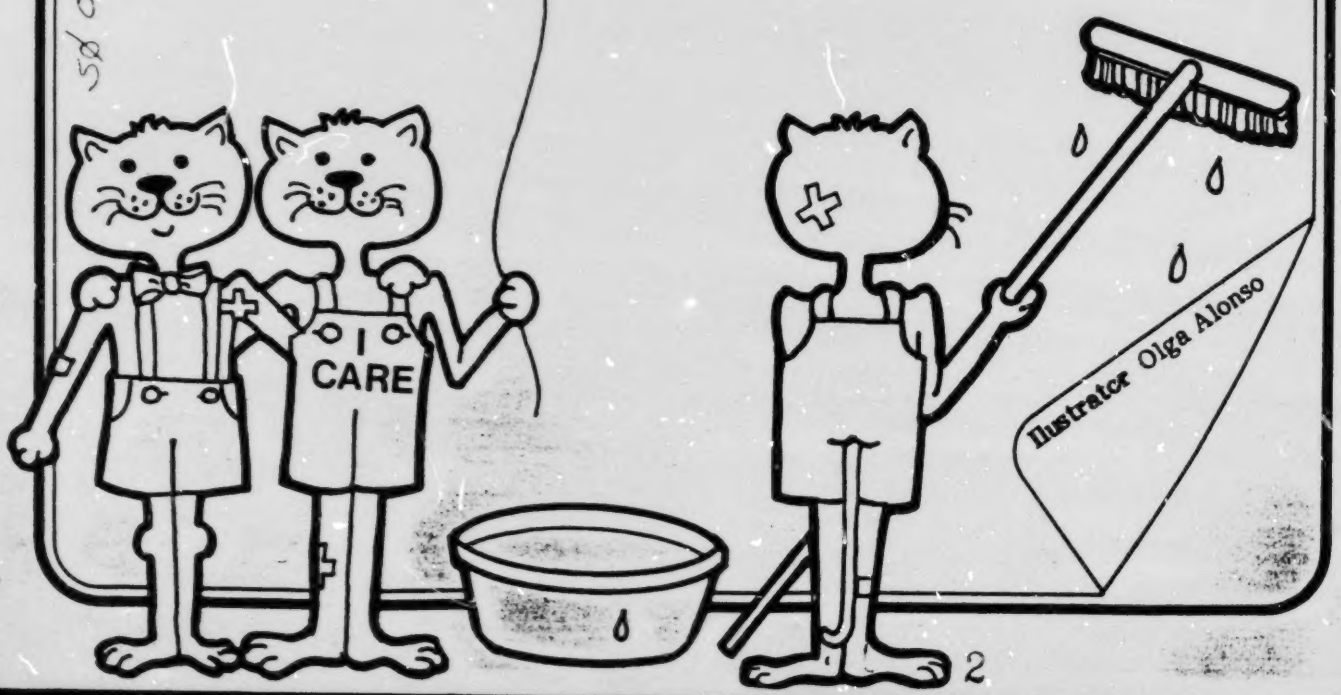

Illustrator Olga Alonso

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CONFLICT AND ME

DIRECTIONS: Answer each question as honestly as you can. The purpose of this exercise is to determine how you handle conflict situations.

CONFLICT SITUATION	WHAT I USUALLY DO	HOW I USUALLY FEEL
1. When someone calls my mother a name...		
2. When the teacher blames me for doing something I didn't do...		
3. When someone pushes me...		
4. When someone steals my pencil or money...		
5. When someone "puts me down" or makes fun of me...		
6. When someone hits me for no reason...		
7. When someone talks behind my back and says things that are not true...		
8. When someone tells me to do something I don't want to...		
9. When my parents blame me for something I didn't do...		

THE THINGS THAT MAKE ME MOST ANGRY ARE:

1. _____

2. _____

3. _____

I am __ am not __ satisfied with the way I now solve conflicts.

I would __ would not __ like to learn new ways to solve conflicts.

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Introduction to Conflict

Why do we say and do the things we do? Do our feelings affect our attitudes? Where do we learn our behavior? How do our emotions influence our behavior? How does our behavior cause conflict? Are there ways of settling conflict without violence?

Conflict is a natural part of our lives. Conflict can be as small as an argument or as big as a war; it occurs whenever people are living, working or playing together. Every conflict has at least two sides and each side thinks it is right. In a conflict, people may get hurt: they can get physically injured, their feelings (pride) can get hurt, or they can lose something they own.

It is important to study conflict because most people spend a great deal of time and energy in conflict. Although it is not possible to eliminate conflict from our lives, it is possible to learn to deal fairly and thoughtfully with it.

In this unit you will study the causes of conflict, and the **consequences** when conflicts are ignored, avoided, or settled in unsatisfactory ways. You will be exploring new ways to **resolve** conflict in a more responsible manner. With **creative** thinking about different choices, it is possible that everyone in a conflict situation can be a winner.

Let's begin our study by looking at some emotions that all of us have experienced. On separate paper write as many things as you can think of that make you feel:

happy	sad	frightened	frustrated	jealous	excited
confused		loving	angry	afraid	shy

Emotions
You humans, it seems,
are very strange
when you show emotions
of such a range.
Most illogical to us
Vulcans . . .

John, Age 11

We all have strong emotions, but we express them in many different ways. Which emotions might cause us to say and do things to hurt ourselves and others? Why?

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LOVE AND FRIENDSHIP

When we are in a loving **environment** it is easy to be caring and to show respect. But even in a loving environment, there are times when we get frustrated or angry, and conflicts occur with the people we like and love. Sometimes we hurt their feelings and other times they hurt ours. Learning to deal with our "mean" feelings in ways that don't hurt others is a challenge we all face.

Tell how you show love and respect to:	Tell how they show love and respect to you:
parents	
friends	
brothers/sisters	
classmates	
teachers	

To be a friend means _____

Sometimes my friend and I argue because _____

Some ways that I can "make up" after an argument with my friend are _____

_____

Some ways that I can help a friend or family member feel better when they feel:

sad _____

angry _____

frustrated _____

When we are in a new situation - a new class, school, or job - we may experience feelings of **anxiety** and **insecurity.** These feelings usually disappear when others care enough to make us feel wanted.

How might you show friendship to a new student? _____

To someone who can't speak English? _____

If you are a new student, what things can you do and say to help you make friends?

_____

Love is an emotion
everyone should possess.
It can bring to us much
joy and happiness.
Maria, age 13

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YOUR FACE IS A MIRROR OF YOUR FEELINGS

DIRECTIONS: Draw facial expressions to fit the following situations:

Surprise birthday party

At the dentist

Taking out garbage

Caught in an embarrassing situation

Paddling by principal

Alone at home, watching a scary movie

Somecne steals your lunch

Death of your pet

Last day of school

Too much homework

A broken promise

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SOMETIMES I FEEL....

Emotions are strong feelings. We have all experienced many emotions during our lifetime. Sometimes we experience a wide range of emotions in a very short time. One minute we may feel happy, and the next minute, frustrated.

At times we can express our feelings easily and naturally. When we are happy, we laugh. When we are sad, we cry. When we are angry, we shout. When we are frightened, we ask for comfort. However, we are not always able to express our emotions in the way that our body wants to. We "bottle up" our emotions until we feel that we are ready to explode. We feel "out of control."

Doctors think that it is important to find **appropriate** ways to release our "bottled up" emotions. Keeping feelings bottled up can cause ulcers, heart attacks, high blood pressure, cancer and many other physical and mental diseases.

Learning to deal with our emotions **constructively** will not only help us to stay healthy physically and mentally, but will help us to manage conflict and become more caring people.

DISCUSS:

1. Where are your feelings?
2. When someone hurts your feelings, what part of your body hurts?
3. How do our feelings affect our attitudes? Give examples.
4. Doctors have discovered that babies who do not receive loving human contact do not develop normally and sometimes die. How important is **LOVE** in our lives?
5. How do you release "bottled up" feelings?

FOR YOU !

Sometimes people use metaphors to talk about their feelings. Here are some examples of the colorful language that is used. Illustrate some of them.

a) pain in the neck
b) boiling mad
c) under my skin
d) butterflies in my stomach
e) seeing red
f) tied up in knots
g) sick to my stomach
h) blowing my top
i) on my nerves

DO YOU KNOW: Many **cultures** do not encourage boys and men to cry when they are sad or hurt. **Psychologists** say that crying is a normal way for people to release sad feelings. Crying does not mean that a man or boy is "a baby;" it is a natural way of showing feelings.

What do you think? How do we feel in our culture about boys and men crying?

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FRUSTRATIONS: WE ALL HAVE THEM

Common sense tells us that it is not always possible to get everything we want. Sometimes our needs are blocked by other people or other things. Then we feel **frustration.** A frustrating experience can be a challenge that forces us to think creatively about how to solve a problem and become more capable people.

Identify three frustrations that you have had recently. Tell what or who was blocking you from reaching your goal.

	FRUSTRATION		BLOCK
1.	_____	1.	_____
2.	_____	2.	_____
3.	_____	3.	_____

When frustration is not resolved, we often become angry. Anger is a natural emotion that all people feel. Anger does not have to end in violence. Sometimes we get so angry that we feel like a "bomb ready to explode." Nature has given our bodies a lot of energy so that we may act quickly when we are in danger. Is it possible to **defuse** this anger without hurting ourselves and others?

When I am angry, my body wants to _____

_____

Some ways that I can defuse my anger without hurting anyone are _____

_____

Can any of the above suggestions be used in a classroom situation? If not tell some ways of defusing anger in the classroom. _____

Anger is the letting off of steam
The punching at your pillow
To cool off....
The gritting of your teeth
And biting your lip
To control yourself.

Mark, age 12

SCAPEGOATING

LEADS TO

CONFLICT

Joan forgot to set her alarm clock. Mom had already left for work and Joan realized she had forgotten to get her favorite blouse ready to wear to school. It was too late to get it ready. She arrived at school late and angry. She had an argument with her friends, yelled at the teacher, got a detention, went home, hit her younger brother and yelled at her mom.

DISCUSS: Who was Joan really angry with? Is it possible that what happens to us is sometimes our own fault? What is **scapegoating**? Who were Joan's scapegoats? If you were Joan's mom, what would you say or do to Joan?

FOR YOU: Draw a cartoon showing a frustrating experience.

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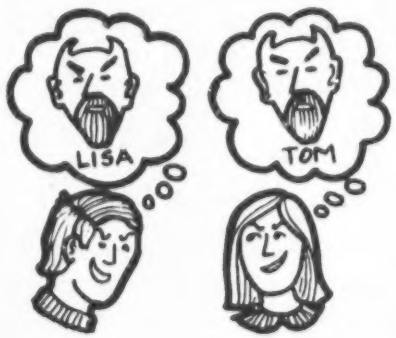
DEALING WITH THE ANGER OF OTHERS

My family has just finished dinner. Robert is on the telephone; Anna has begun her homework; Mike is cleaning the white-walls on his car; I am ironing a blouse for tomorrow. Suddenly my mom explodes, "Why can't someone clear the dishes? All you ever think about is yourself." I begin to respond with the usual, "Why are you always picking on me? The minute you get home from work..."

Sound familiar? When other people's anger is directed towards us, it is possible to take the **problem** personally without taking the **anger** personally. Then we can deal constructively with the conflict by asking: What is making this person angry? How am I contributing to the problem? How can I help the situation?

ANGRY PERSON	WHY THEY GET ANGRY AT ME	HOW TO DEFUSE THEIR ANGER
parent	_____	_____
brother/sister	_____	_____
teacher	_____	_____
friend	_____	_____
classmate	_____	_____
other	_____	_____

When we are angry, we often forget that the other person is a human being with feelings and needs like ours. People we usually care about become "the enemy." It is almost impossible to solve a conflict when we want to "get even" or to find out who is "to blame." It is only when we "get past our anger" that we can begin to work out the problem creatively and fairly.



FOR YOU: Read the following situations. Tell how you would deal with them, first as an "enemy" and then as a friend.

SITUATION	AS AN "ENEMY" I WOULD	AS A FRIEND I WOULD
Someone:		
calls you a name	_____	_____
pushes you	_____	_____
takes your pencil	_____	_____
gets in front of you in line	_____	_____
steps on your foot	_____	_____

Do you treat "enemies" differently from friends? Why?

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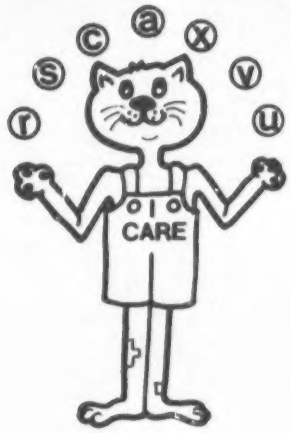
SCRAMBLED WORDS



DIRECTIONS: Unscramble each word and learn its meaning. **Looking back** reviews words we have already discussed. **Looking ahead** is a "sneak preview" of new words. Use the word bank to help you.

LOOKING BACK

OTONSIME . . . . . strong feelings like anger, joy, sadness _____

TAFRISURTNO . . . . not being able to get what we want _____

NESQUECOCNSE . . . the results of what we do _____

HEVIBARO . . . . . the way we act or react _____

FITCLONC . . . . . disagreement over ideas, wants, possessions, needs, values _____

SIRELOTUNO . . . . . solving a problem/resolving a conflict _____

PSCAGAOET . . . . . a person or thing made to bear the blame for the mistakes of others _____

PETSECR . . . . . to feel or show consideration or concern for someone or something _____

LOOKING AHEAD

ECINVOTSCTUR . . . . helping; building up _____

IVDETSURECT . . . . tearing apart; destroying _____

SCEATELA . . . . . to increase or expand by stages _____

POTERAIPARPNI . . . incorrect or wrong way _____

TIESVAELRANT . . . . different ways of dealing with a problem/choices we have _____

RASTTEGSIE . . . . . plans; using your skills to solve a problem _____

LAEUVS . . . . . what we believe to be important _____

GAGESSONIR . . . . . first step in an attack, quarrel or war _____

WORD BANK: LOOKING BACK		WORD BANK: LOOKING AHEAD	
behavior	emotions	inappropriate	values
scapegoat	consequences	strategies	constructive
conflict	frustration	escalate	aggression
respect	resolution	alternatives	destructive

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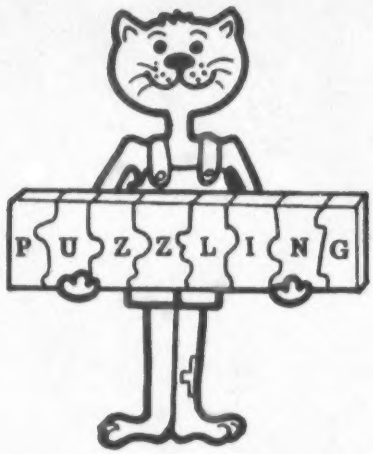
HUMAN BEHAVIOR IS SOMETIMES



In the newspapers and on television, we see and read about many incidents that cause us to wonder why people say and do the things they do. As you read the following headlines you will see that not all behaviors are **destructive.** While there are many acts of **aggression** and **violence,** there are also many constructive acts of people caring and sharing which don't always make the headlines.

THE TIMES REPORT

MOTHER JAILED FOR ABUSING 10 MONTH BABY

COMMUNITY PITCHES IN TO HELP FAMILY WHOSE HOUSE BURNED DOWN

DRUNK DRIVER CAUSES 5 DEATHS

"SUPERMOM" ADOPTS 12 UNWANTED CHILDREN GIVES THEM SECURITY AND LOVE

FIGHTING CONTINUES IN MIDDLE EAST

TEENAGER RISKS LIFE TO SAVE DROWNING CHILD

UNITED WAY GOES OVER THE TOP

TEENAGE GIRL FOUND DEAD OF DRUG OVERDOSE

10 YEAR OLD FOUND GUILTY OF MUGGING ELDERLY

SWITZERLAND CELEBRATES OVER 100 YEARS AT PEACE

There are times that we say and do things that puzzle us. Sometimes our behavior is destructive to others because we don't think about the effects we have on other people. We find ourselves saying, "I didn't mean it," or "I was only kidding."

Read the following situations and tell why they show destructive behavior:

1. A new student is greeted with, "Does **he** have to sit next to me?"

2. A student with the "wrong" brand label jeans hears, "Where did you buy **those**?"

3. A student asks why he is always last to be picked on a team and is told, "Because you're a **klutz.**"

4. A student cries because he lost the election for Student Council president and is laughed at for being a "cry baby."

FOR YOU: Rewrite each of the above situations changing the destructive behavior to constructive behavior. What would you say? What would you do?

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WHAT IS BEHAVIOR?

Behavior means....	Misbehavior means....

When parents call a child bad or good, what do they mean? _____

_____

What does the mother mean when she says, "Stop acting like a bunch of animals?"

_____

What does it mean to be human?

_____

When is behavior appropriate or inappropriate? Does it depend on where you are? Are there some actions that are always considered inappropriate? To find out, complete the following chart by placing a check in the column where you think the action belongs:
A.=Appropriate; I.=Inappropriate; D.=Depends.

ACTION	A	I	D	ACTION	A	I	D
Hitting someone				Riding double on a bicycle			
Lying				Cursing at another person			
Cutting class				Reading a book			
Singing				Talking back to parents			
Combing hair in class				Spitting water at someone			
Running in the halls				Chewing gum			
Throwing a rock at a dog				Throwing food in the cafeteria			
Bullying someone				Borrowing without permission			

In some countries, the people "burp"after a good meal to let their friends know how much they enjoyed it. This is considered a sign of good manners, and is therefore appropriate behavior.

Inappropriate behavior sometimes causes conflict. Why do you think this is so?

Find other examples of cultural differences and share with the class.

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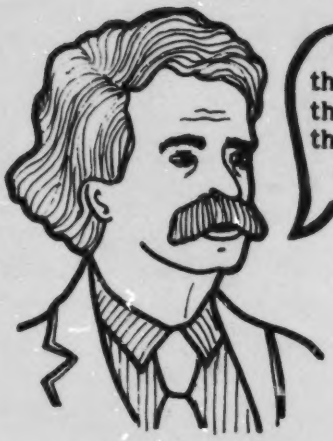

MARK TWAIN

Of all the animals, man is the only one that is cruel. He is the only one that **inflicts** pain for the pleasure of doing it. Man is the only animal that deals in war.

Are babies born cruel or do they learn cruelty? Write your opinion here.

_____

_____

_____

Do you agree with Mark Twain? Explain _____

_____

It's not my fault-that's just the way I am.

Is our behavior **innate** (born with it) or do we learn it? Let's investigate! Put an X in the column where you think it goes:

BEHAVIOR	LEARNED	INNATE	BEHAVIOR	LEARNED	INNATE
Breathing			Eating correctly		
Biting your nails			Playing guitar		
Reading			Fighting		
Yawning			Stopping at red light		
Helping someone			Writing a poem		
Pitching a ball			Sneezing		
Blinking			Name calling		
Drawing on wall			Lying		

Did you discover that some behaviors are **innate** while others are learned? How could some learned behaviors cause conflict?

Some behavioral scientists say that we learn our behavior from many sources. How important were the following sources in shaping your behavior? Circle one number in each category.

	Low				High		Low				High
Family	1	2	3	4	5	Video Games	1	2	3	4	5
School	1	2	3	4	5	Books or newspapers	1	2	3	4	5
Religion	1	2	3	4	5	Movies	1	2	3	4	5
Friends	1	2	3	4	5	Television	1	2	3	4	5
Comics	1	2	3	4	5	Other	1	2	3	4	5

List the three categories in order of importance that you think had the most influence in shaping your behavior:

1) _____ 2) _____ 3) _____

From what sources do people learn **aggressive** or violent behavior?

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BASIC NEEDS AND BEHAVIOR

People all over the world have the same basic needs. These needs must be satisfied if we want to feel good about ourselves and get along well with other people.

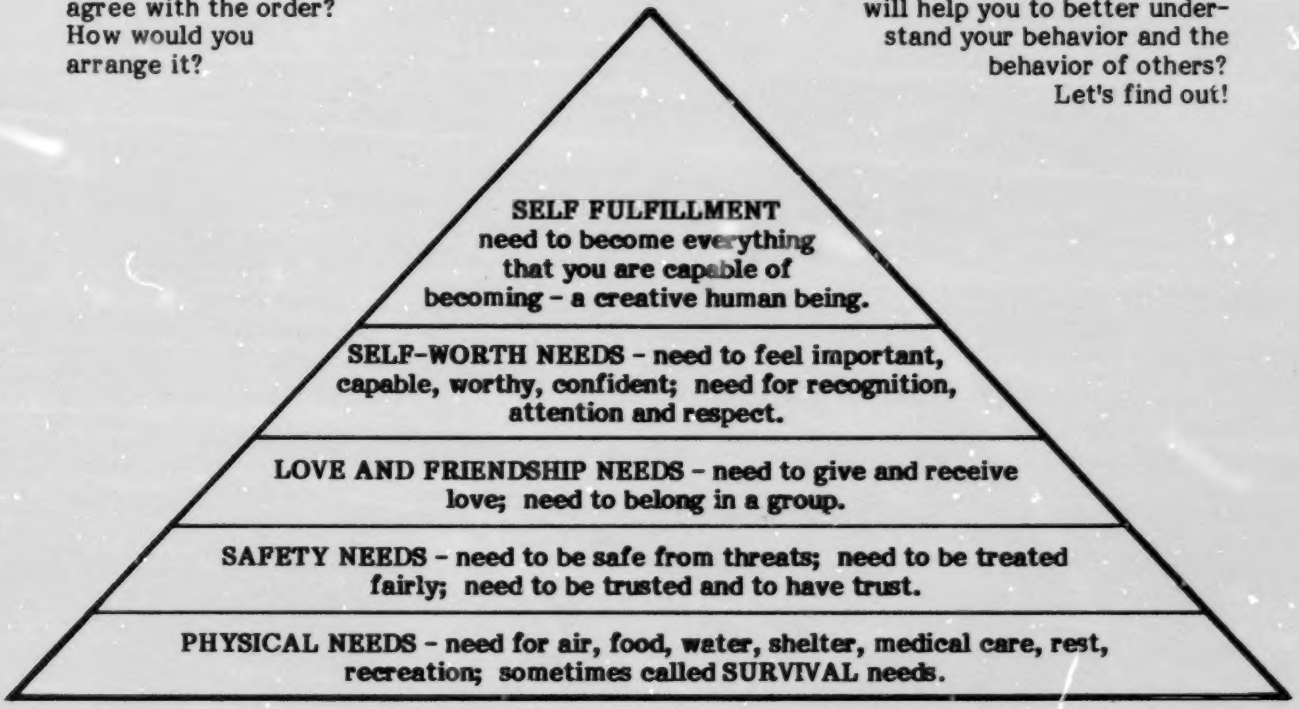
When our needs are satisfied, we feel happy and contented. When our needs are not satisfied, we feel frustrated, angry, sad, confused, hurt, jealous, hateful.

Dr. Abraham Maslow, a psychologist, believes that most behavior can be explained by understanding the basic needs of people. Maslow arranged these needs in a pyramid in the order of their importance. At the base of the pyramid are the **physical** or **survival needs**. Next are the **psychological needs** which help people feel safe, capable and worthy.

Much of our behavior is a combination of needs. For example, when you eat with a friend, you are satisfying both the need for food and the need for friendship.

Study the chart. Do you agree with the order? How would you arrange it?

Do you think knowing these needs will help you to better understand your behavior and the behavior of others? Let's find out!


SELF FULFILLMENT
need to become everything that you are capable of becoming - a creative human being.
SELF-WORTH NEEDS - need to feel important, capable, worthy, confident; need for recognition, attention and respect.
LOVE AND FRIENDSHIP NEEDS - need to give and receive love; need to belong in a group.
SAFETY NEEDS - need to be safe from threats; need to be treated fairly; need to be trusted and to have trust.
PHYSICAL NEEDS - need for air, food, water, shelter, medical care, rest, recreation; sometimes called SURVIVAL needs.

Read these situations. What do you think were the needs that caused these behaviors?

		NEEDS
1.	Five-year-old Mary cries and holds on to mother. It's the first day of school.	_____
2.	You're not invited to a party. All of your friends are going. You're upset.	_____
3.	Raymond talks loud and acts like a "bigshot."	_____
4.	Andy's friends are pressuring him to drink beer with them.	_____

Looking ahead... How can unmet needs cause conflict?

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CAN UNMET NEEDS CAUSE THESE BEHAVIORS?

DIRECTIONS: Read the following scenarios and then complete the questions. Refer to Maslow's chart for help.

SCENARIO I

Joan is eleven years old and feels that no one pays attention to her. It isn't that her parents don't love her, but her Dad works long hours and the three little ones at home seem to take up most of Mom's time. Joan is the oldest and Mom expects her to come home from school and help her do the chores. Mom always seems too busy to talk to her.

It is a hot day and Joan feels restless. As she walks home from school, she decides to stop off at Woolworth's for a soda. On her way out she stops by the cosmetic counter. She opens some of the lipstick cases and thinks how pretty they all look. Suddenly, she puts one in her purse and walks out of the store. A store security man comes up to her.

Questions:

1. Identify Joan's feelings.
2. What were Joan's unmet needs?
3. What alternatives could Joan have used to solve her problem?
4. How do you think Joan should be punished?

SCENARIO II

Richard and his friends are playing ball in the park. They are having fun when Tom suggests a better game. The boys are interested and ask, "What kind of game?" Tom says they will have to go to his building. The boys begin racing towards Tom's house. When they get there, Tom says, "Okay. See this balcony? You have to jump from here to the next building."

Some of the boys think it is a "neat" idea. Richard isn't so sure. He says, "It's stupid. I'm going home." Tom then yells, "Chicken, chicken...." and the other boys join in. Richard is afraid. He knows he can't jump that distance.

Questions:

1. Identify Richard's feelings.
2. What were Richard's needs?
3. What were Tom's needs?
4. What decision do you think Richard will make? Why?
5. Why do kids challenge or dare someone to do dangerous acts?
6. Why do you think the other boys joined Tom in the chanting?
7. Why is it difficult to walk away from a challenge?
8. Have you ever been challenged to do something that frightened you? Explain.
9. Have you ever challenged someone else to do something? What was it? How did it turn out?

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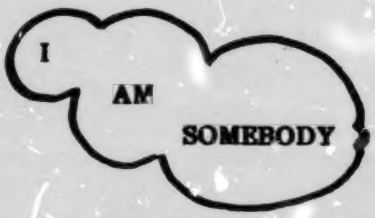
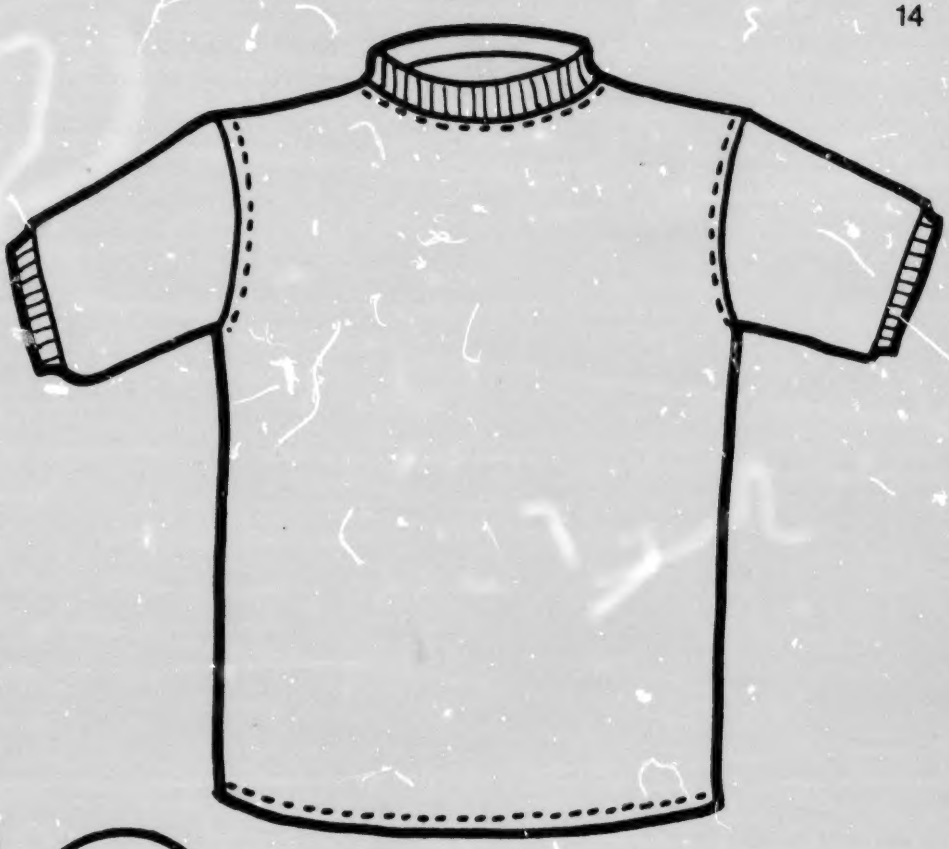
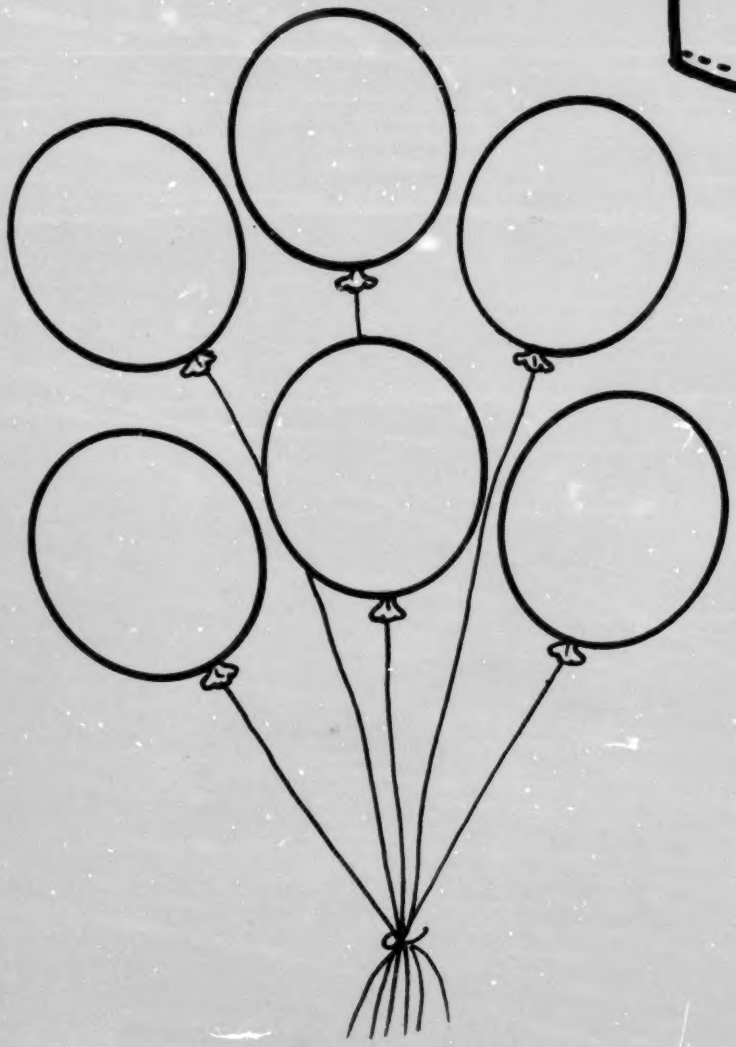




Write one or two words that best describe you.

Use colors that you like to decorate the shirt.



Fill in each balloon with things you like about yourself or things you like to do.

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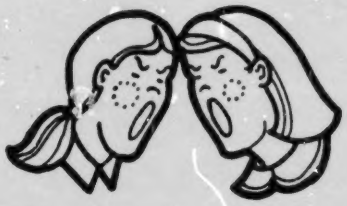
CONFLICT: ZOOMING IN!

Conflicts are sure to happen no matter how hard we try to avoid them. Instead of reacting "blindly," we can prepare ourselves to become more effective conflict managers. Football players practice, actors rehearse, scientists experiment and we, too, can prepare ourselves to deal "professionally" with conflict when it occurs.
Conflicts can take place within a person (internally), between people, within or among groups and nations.

INTERNAL CONFLICT

1. List some **internal conflicts** that people have.
2. Describe an internal conflict that you have had. Tell how you resolved it.
3. Describe an internal conflict that a character in a movie, book or on TV had to deal with.

CONFLICT BETWEEN PEOPLE



1. What are some things that kids often fight about? Adults?
2. Why do you think that some arguments between people can be resolved peacefully, but others end in violence?

CONFLICT BETWEEN GROUPS

1. What are some things that groups fight about? Nations?
2. Why do you think that some arguments between groups can be resolved peacefully, but others end in violence or war?

Study each of the above conflict situations. How are they alike? How are they different?

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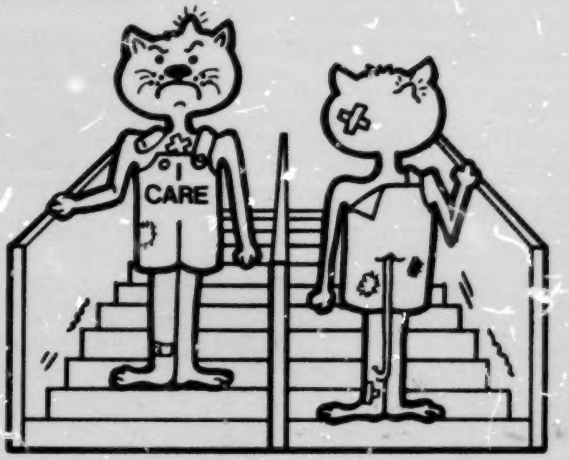
CONFLICT: A TWO-WAY ESCALATOR



At times a simple conflict can get out of hand and end in violence. It can happen so quickly that we wonder what we said or did to cause such an eruption. Sometimes the tone of our voice, the expression on our face, the way we stand and how we use our hands give a message that may escalate a conflict.

DIRECTIONS: Read the following story and answer the questions.

Tammy and Lori were best of friends. They did everything together. They loved to talk for hours on the phone, or go to each other's houses and listen to their favorite records.

One day a new boy, Alfredo, entered the class. All the girls liked him and each one tried to get Al's attention. Tammy and Lori talked about Al a lot.

The trouble began at the Valentine dance. Al kept asking Tammy to dance with him. Lori sat with her arms tightly folded and stared at them. Toward the end of the evening Tammy went over to ask Lori if she was having a good time. Lori stood stiffly without looking at Tammy and walked away.

Tammy shrugged her shoulders, saying, "What's your problem?"

The next day at lunch, Lori sat with some girls at another table away from Tammy. They were giggling with their heads close together.

Tammy stalked across the room with her hands on her hips. She demanded to know what Lori was telling the girls about her.

Lori laughed and replied, "It's for us to know and for you to find out."

With her fist clenched, mouth grim, and eyes glaring, Tammy moved toward Lori. Lori raised her arm and called Tammy a name. The other girls at the table were all laughing. One of the girls hissed, "Don't let her push you around, Lori." Tammy lunged forward and shoved Lori.

Questions:

1. What was the original conflict?
2. What words escalated the conflict?
3. What body language escalated the conflict?
4. How do you think each girl felt?
5. What were Tammy's needs?
   What were Lori's needs?
   (Use Dr. Maslow's chart to help you).

What could each of the following people have done to de-escalate the conflict?

Lori Tammy Alfredo The girls

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OBSERVING CONFLICT

DIRECTIONS: Keep a record of conflicts you observe over the next two or three days. Try to be as accurate as you can. Report only what you see and hear.

	CONFLICT 1	CONFLICT 2	CONFLICT 3
WHO is involved?			
WHERE? (classroom, playground, etc.)			
WHAT is being done or said? (actions) (words)			
HOW does the conflict end?			
WHAT are some of the possible needs of the people in the conflict?			
SUGGEST other ways that the conflict could have been resolved.			

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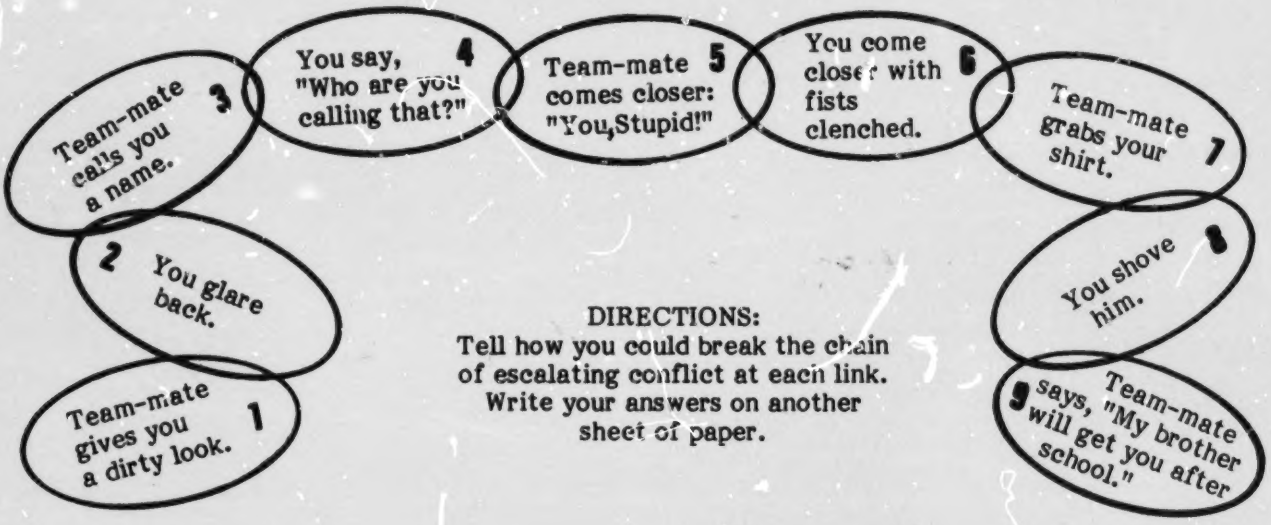
THE CHAIN OF ESCALATING CONFLICT

I. Did you ever think that behavior is like a link chain? Our actions are linked to the actions of many other people. Each link influences the next. How might a caring person's behavior influence the behavior of an angry person? How might an angry behavior influence the behavior of another angry person? Let's examine some "behavior links" to see how they might escalate a conflict situation.

SCENE: Last inning of a tie game. The ball comes to you. You drop it. Then:


1 Team-mate gives you a dirty look.
2 You glare back.
3 Team-mate calls you a name.
4 You say, "Who are you calling that?"
5 Team-mate comes closer: "You, Stupid!"
6 You come closer with fists clenched.
7 Team-mate grabs your shirt.
8 You shove him.
9 Team-mate says, "My brother will get you after school."

DIRECTIONS:
Tell how you could break the chain of escalating conflict at each link. Write your answers on another sheet of paper.

II. Read the following article which appeared in The Miami Herald, November 24, 1982.

Neighbors' spat escalates to jail term

By AL MESSERSCHMIDT
Herald Staff Writer

The argument began more than two years ago over several cats — cats that were using the lawn of Raul and Gladys Viltres as a litter box.

The argument escalated Aug. 10 into shouts and curses over a wet, dirty rug — a rug that was dripping water on the lawn of Julio Gutierrez.

The argument exploded Aug. 10 when Gutierrez, the cat owner, grabbed a single-barrel shotgun, pointed it at the Viltres house and fired twice. Gutierrez missed Raul Viltres, but blew out a window of the neighbor's home and peppered the ceiling with shot.

A six-member Circuit Court jury said Tuesday — after 80 minutes of deliberation — that Gutierrez was guilty of recklessly displaying the shotgun.

What began with an argument over a cat and turned into a two-year feud between neighbors ended with a one-year jail sentence for Gutierrez. As Gutierrez's wife cried hysterically, Circuit Judge Ellen Gable said the unemployed homeowner can serve the sentence on weekends in the Dade County Jail, beginning Jan. 14.

The judge, who earlier dismissed an attempted murder charge filed against Gutierrez, said she will consider mitigation of the sentence if Gutierrez can show that he hasn't had similar arguments with his other neighbors.

"The only thing I can say . . . it has been a very bitter experience for me," Gutierrez told the judge in Spanish. "I would ask your honor, in whatever way you can, to be as merciful as you can."

According to the charges, Viltres and his wife moved into a duplex home at 3205 SW 7th St. nearly three years ago. A year later, Gutierrez and Viltres began arguing because Gutierrez's cats wandered into Viltres' yard.

"It was a very hot dispute," said prosecutor Jeff Feldman.

Gutierrez complained that when Viltres' wife watered her plants, the runoff water drained into his yard. On Aug. 10 he complained to Viltres' wife that a wet, dirty rug owned by a tenant in the duplex was dripping water on his lawn while drying on the fence that separates the homes.

"I'll settle the problem. I'll settle it tonight," Gutierriez told Gladys Viltres. Two hours later, Julio Gutierrez and Viltres argued over the fence.

"Now, I'm going to settle it," Gutierrez told Viltres.

Guitierrez went inside his house, grabbed a Remington shotgun and walked to the fence. Viltres was inside his house, standing at a window that faces Gutierrez's home. The two houses are separated by less than 10 feet, Feldman said.

When Gutierrez fired the shotgun, Viltres ducked. No one was injured. Gutierrez was arrested.

"It's a sad case," said Feldman. "A very serious crime was committed, but it's a neighborhood dispute. If people have to resort to firearms over cats and rugs, we're in a sad state."

1. What was the original conflict?
2. Draw a behavior chain showing the acts that escalated the conflict.
3. Suggest ways that either family could have "broken" the chain.

FOR YOU: Write more **CHAIN STORIES** to share with your class. Ask them where they could "break the chain" and resolve the conflict fairly.

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FIGHTING FAIR

A person involved in a conflict has more difficulty dealing with it than an outsider looking in. Why do you think this is so? Angry emotions block common sense and good judgement. The secret to dealing with conflict is not to feel threatened but to look at all choices that may resolve the conflict fairly.

It is impossible to handle all conflicts in the same way. Each one is different - different people, different needs, different values, different resources, and different choices to make. But by learning some basic guidelines - some rules for fighting fair - you can make fair choices and be a more caring person.

RULES FOR FIGHTING FAIR

1. Identify the problem.
2. Focus on the problem.
3. Attack the problem, not the person.
4. Listen with an **open mind.**
5. Treat the other person's feelings with respect.
6. Take responsibility for your actions.

Ancient history doesn't count.
We both have the same feelings even if we disagree.
What is the other person's side of the story?
Name calling doesn't help.
Blaming won't do any good.
What is making me angry?

Remember, the goal of fighting fair is to make everyone a winner!

WHAT DO YOU WIN?

There is better understanding.
Feelings are brought into the open.
People care and respect each other.
There is a feeling of trust.
Everyone feels good about the solution.
No one is hurt, physically or mentally.

FOR YOU: Solve the following conflicts, first unfairly and then fairly.

SITUATION	UNFAIRLY	FAIRLY
Two kids want the same book.		
Someone calls your friend a bad name.		
You want to go to the movies; your mom wants you to do chores.		

All games have rules. Most games have a winner and a loser. Reread the above situations. Tell what each person "won" when the conflict was resolved fairly.

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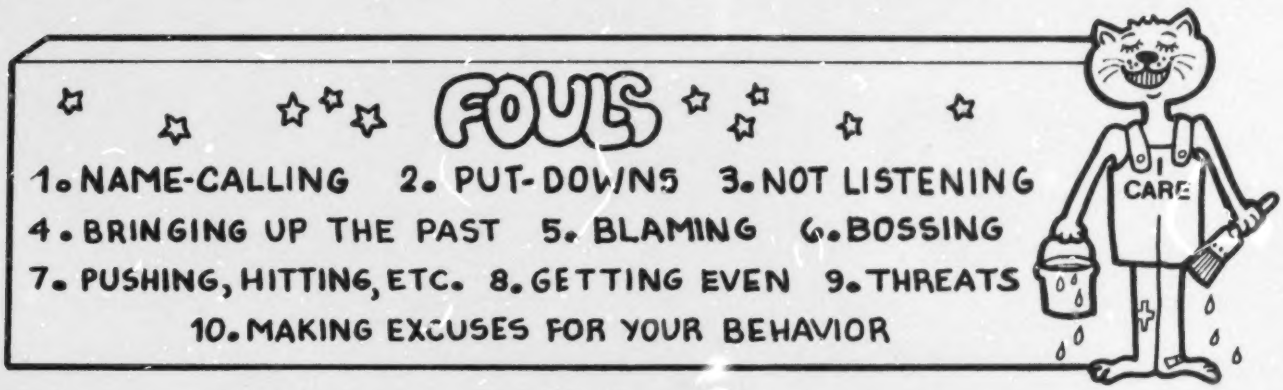
FOULS
1. NAME-CALLING 2. PUT-DOWNS 3. NOT LISTENING
4. BRINGING UP THE PAST 5. BLAMING 6. BOSSING
7. PUSHING, HITTING, ETC. 8. GETTING EVEN 9. THREATS
10. MAKING EXCUSES FOR YOUR BEHAVIOR
I CARE

Everyone likes to be treated with respect. Yet when we are angry and frustrated, we sometimes forget to fight fair. Study the list of **FOULS** that occur when people fight unfairly.

How do **FOULS** make you feel? _____

Do you think that the other person feels the same way? _____

Do **FOULS** help to solve the problem? Explain. _____

FOR YOU: Be a Referee! Read the following scenes. Tell whether each action is FAIR **(F)** or UNFAIR **(UF)**. Use numbers from RULES FOR FIGHTING FAIR and FOULS. The first one is done for you.

Scenario I

Characters: Jose, age 12. Alberto, his younger brother.
Scene: Alberto and Jose are playing baseball. Alberto keeps missing the ball.
UF #1 Jose: "You big baby. What's the matter with you? Why can't you hit the ball?"
_____ Alberto: (Goes over and kicks Jose) "You're a big bully! I'm telling."
_____ Jose: "You tell Mom and I'll get you!"

Scenario II

Characters: Lisa and Jane, classmates.
Scene: The girls haven't completed their project. The teacher wants to know why.
_____ Lisa: "It's Jane's fault. She didn't do anything!"
_____ Jane: "When you blame me, I feel mad. We were both responsible for the project."
_____ Lisa: "How could I do the project when you didn't give me the materials? You always want everything for yourself and you never share."
_____ Jane: "Name calling isn't going to get our project done. Let's ask the teacher if we can bring it in tomorrow."
_____ Lisa: "Okay. I'll come over right after school."

Scenario III

Characters: William and Leroy, good friends.
Scene: William wakes up late. His mom yells at him. He arrives at school without his homework. Leroy greets him with a friendly slap on the shoulder.
_____ William: "Keep your hands to yourself!"
_____ Leroy: "Hey, man. I'm sorry. I only wanted to say hello. What's wrong?"

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IN CONTROL!

	L	I	S	O	R	R	Y	G	S	X	T	R	Y	T	C	I	L	F	N	O	C
	I	N	A	B	H	C	O	N	S	E	Q	U	E	N	C	E	F	R	D	Y	L
L	S	E	C	R	U	O	S	E	R	S	U	W	S	M	E	K	O	V	O	R	P
Z	T	O	C	S	E	L	F	W	O	R	T	H	C	L	E	H	A	Y	A	L	R
F	E	E	L	I	N	G	S	E	G	A	T	R	A	O	T	S	G	R	T	K	S
J	N	N	I	U	A	L	T	E	R	N	A	T	I	V	E	S	N	N	A	Y	C
F	I	O	N	N	T	H	R	E	A	T	R	O	L	E	E	N	I	T	P	U	M
E	N	I	S	S	E	I	S	C	F	E	E	E	S	I	M	O	R	P	M	O	C
S	G	T	T	B	X	A	O	V	S	D	S	B	E	Q	O	I	A	H	E	S	H
P	L	U	I	A	T	I	O	N	C	W	P	N	I	K	T	T	H	I	T	N	A
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S	O	T	G	N	I	R	A	C	P	S	A	P	N									
C	O	P	E	W	L	T	S															
R	Z																					

RESOLUTION
CHANCE
SELF WORTH
FEELINGS
CARING
FRIEND
EXPLANATION
SORRY
ANGER
BEHAVIOR
SKILLS
COMPROMISE
CONSEQUENCE
VALUES
BASIC NEEDS
COPE
EMOTION
PROVOKE
SHARING
CONFLICT
LISTENING
SOLUTION
THREAT
APOLOGIZE
LOVE
HUMOR
HELPING
COOPERATION
ATTITUDE
STRATEGIES
RESPECT
TROUBLE
PEACE
TRUCE
ALTERNATIVE
RESOURCES
FRUSTRATION

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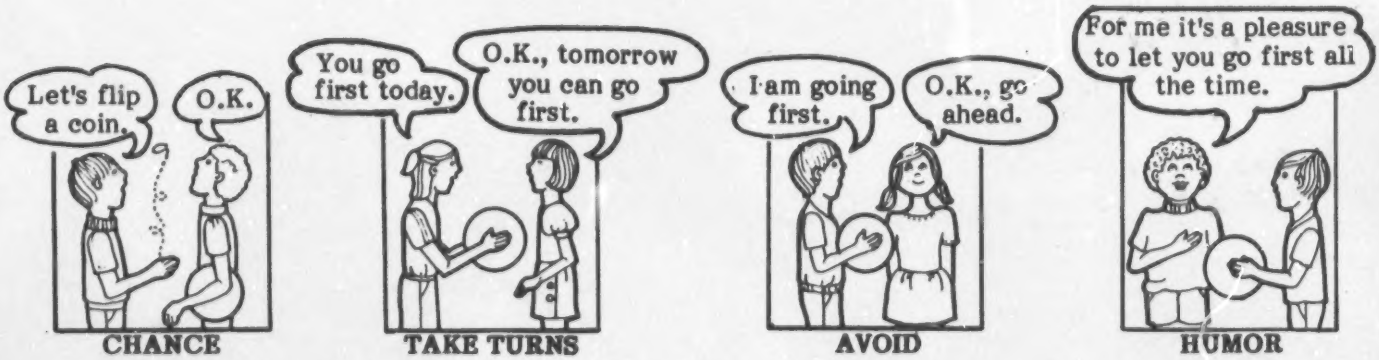
STRATEGIES FOR RESOLVING CONFLICTS

When resolving a conflict, it is important to remember:

1. You **both** have feelings and it is difficult to communicate when you feel angry, hurt, frightened, sad.
2. You **both** have the problem and both must work together to resolve it.
3. You **both** have a point of view and neither of you is 100% right or wrong.
4. Everyone is not out to get you. Solve conflicts as a friend, not an enemy.
5. Fight fair.

Conflicts, especially over **things** and **possessions**, can be resolved by some simple **strategies**. Learn them, use them. Soon they will become an "automatic" part of your behavior. Have you ever used any of these strategies to solve a conflict? Tell about it.

Strategy		
#1	COMPROMISE	Both give up something and both get something.
#2	TAKE TURNS	Everybody wins.
#3	SHARE	People's feelings become more important than things.
#4	CHANCE	Luck decides who wins. Both sides must agree to accept the "flip of the coin," the "draw of the straw," etc.
#5	AVOID	Sometimes it's not worth the bother. Let the other person have it.
#6	POSTPONE	Put off resolving the conflict until you are more in control.
#7	GET HELP	People who may be counted on for a fair decision include friends, parents, teachers, religious leaders, coaches, etc.
#8	HUMOR	A good laugh works miracles. Remember to laugh at the problem and not the person.



FOR YOU: List three conflicts that students your age have. Make cartoons to solve each conflict using some of the above strategies.

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CREATIVE COMMUNICATION

All the strategies in the world won't help you resolve conflict if you don't communicate in caring, non-threatening language. Language is the most effective way that humans have for expressing their needs; yet language often blocks communication.

Is it possible to communicate effectively when you are frustrated and angry? Psychologists say yes. Difficult, but possible, if you have the courage to stand up for the values that are important to you. What kind of a person do you want to be? What kind of people do you want to be with? What kind of a world do you want to live in? These important questions must be considered because the kinds of vibrations that ripple outward from you help to create the environment you live in.

Are you ready to commit yourself as a valuable and responsible person? Here are some suggestions to help you practice non-threatening communication skills:

WHEN SOMEONE....	TRY....
name calls or puts you down	John,* I don't like it when you call me a name. Do you want to tell me what's wrong?
calls your mother a name	Mary, I feel angry when you call my mother a name. If I did something to you, please tell me about it.
pushes you	William, I don't like being pushed. Please stop.
blames you for no reason	Rosa, I'm sorry that you feel that way. What can we do to work things out?
tells a lie about you	Robert, I feel bad when you say things about me that aren't true. Please tell me why you are angry.

* Using the other person's name gives a feeling of respect and opens communication.

FOR YOU: Try your skill at using "I CARE" language for each of the following:

Mom blames you for something your brother/sister did _____

Friend dares you to do something dangerous _____

Older brother/sister teases you _____

Family member "snoops" in your things _____

Teacher blames you for talking too much _____

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BOOGA, BOOGA, BOOGA...

BLONDIE
by YOUNG, and RAYMOND
DAGWOOD!
IT'S TERRIBLE! COOKIE AND ALEXANDER ARE HAVING THE BIGGEST ARGUMENT THEY'VE EVER HAD!!
NOW, HONEY- FIRST OF ALL YOU HAVE TO CALM DOWN
IN ORDER TO HELP TEENAGERS SOLVE PROBLEMS IT'S REALLY IMPORTANT FOR THEIR PARENTS TO REMAIN CALM AND IN COMPLETE CONTROL
AND THEN, AFTER HEARING BOTH SIDES... WE RESOLVE THE ARGUMENT WITH THE COOL, CALCULATED WISDOM THAT ONLY ADULTS CAN PROVIDE
ALL RIGHT! ALL RIGHT! LET'S HOLD IT DOWN FOR A MINUTE!!
OKAY, NOW WHAT'S THIS ALL ABOUT?
SHE SAID... HE SAID... NO, IT'S NOT! YES, IT IS!! SHE'S WRONG! I'M RIGHT! FORGET IT!! NO WAY!!
I'M RIGHT! HE'S WRONG!! NOT THIS TIME! YES, THIS TIME! FLAKE OFF!! NOT A CHANCE!! YES! YES! YES! NO! NO! NO!
CHILDREN! STOP IT! STOP IT! LISTEN TO WHAT YOUR FATHER HAS TO SAY!
A BOOGA... BOOGA... BOOGA... BOOGA...
DOGGONE IT! THAT'S THE ONLY THING I COULD THINK OF RIGHT THEN!

Permission granted

FOR CREATIVE WRITERS: Select three of the following situations and write a script for a puppet play. Use creative communication skills in your dialogue.

1. George is watching his favorite TV program. His brother changes the channel.
2. Grace's parents are always giving her too many chores and she feels that she has no time for herself.
3. Mark and his friend are spending Saturday together and can't decide what to do. The friend always wants his way.
4. The school bully threatens to beat up Dennis, the new kid, after school.
5. Rochelle's classmate grabs her pencil, saying that it is hers.
6. Robert said some mean things to his friend because he had just had a fight with his dad. Now he's sorry and wants to make up.
7. Anna wants to talk to her mom, but her mom always seems to be too busy.
8. Mark's friend just found out that Mark said some things about him. The friend demands to know why, but Mark wants to wait until later when he has calmed down.

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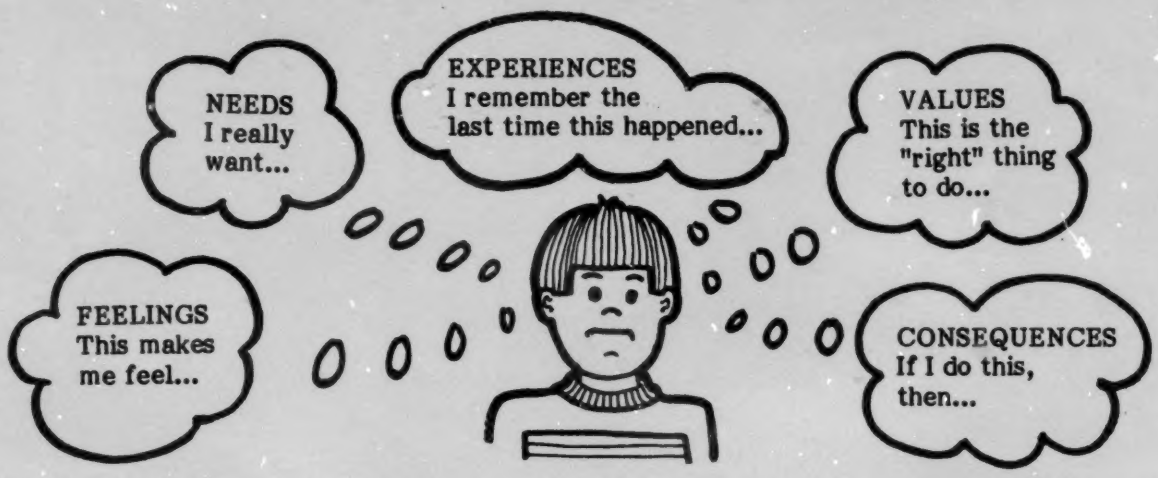
WHEN VALUES CONFLICT: DECISIONS! DECISIONS!



The decisions we make are based on our feelings, needs, experiences, consequences and **values.** Values are all the things that are important to us. Sometimes our values change as we learn new information and have new experiences. Sometimes two values conflict. Then we have to make a decision.

FOR YOU: For each of the following situations, identify two **conflicting values.** Use the **value box** to help you.

1. You see your best friend writing on the walls in the school bathroom. This morning the principal talked about keeping the school clean.

2. You see a record in the store that you always wanted. You have no money and no one is around.

3. Your friends are daring you to smoke marijuana. They are all watching you.

4. You overhear the school bully say he is going to beat up a classmate after school for tattling on him to the teacher.

5. You are planning a party and would like to invite a new student. Your friends are angry and threaten not to come if you invite her. You suspect they are **prejudiced.**

6. You find a wallet with $50 and identification. No one sees you pick it up.

7. Your parents are going out and won't be home until late. They tell you not to invite anyone to the house while they are out. You really want to invite a group of your friends for a small party.

VALUE BOX			
Friendship	**Honesty**	**Respect for authority**	**Respect for property**
Respect for different races and religions			**Respect for your health and body**
"Might makes right"		**Loyalty**	**"It's OK to tell 'white' lies"**
"Mind your own business"			**"You have to work for what you get"**
"If I don't look out for myself, no one else will"			
		"It's OK to steal if no one gets hurt"	

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CONSEQUENCES

When you were little, you had few experiences to help you make a fair decision. Most decisions were made by other people.

Now... life is not that simple. You have more freedom, more responsibility, more choices. You have important decisions to make. The **consequences** of your decisions will affect you and many people who care about you.

OH! OH! Sometimes a decision seems "right" at the time. Later, people discover serious consequences that they didn't think about. Can you see how any of these decisions could lead to conflicts later that you didn't think would happen? Explain.

You play sick to stay home from school. _____

You watch TV instead of doing homework. _____

You blame someone else for your mistake. _____

Reread the situations listed on page 25. For each, list three choices available to you. Tell the consequence of each. Then select the choice that you think is best. Tell why. Write on separate paper using this format:

Situation 1

Choices		Consequences
1.	tell principal	friend will get into trouble
2.	_____	_____
3.	_____	_____

I would select choice number ____ because _____

DO YOU KNOW: Sometimes corporations do not consider the "long range" consequences of their decisions. For example, a large chemical company made a decision to dump chemicals onto a vacant lot. Years later, houses were built on this land. The children in these houses became sick. Scientists found that the chemicals were seeping into their homes. It was only then that the company understood the serious consequences of their decision.

FOR YOU: If a person steals, vandalizes, becomes a drug addict or alcoholic, what might be some consequences to him/herself, family, victims, society?

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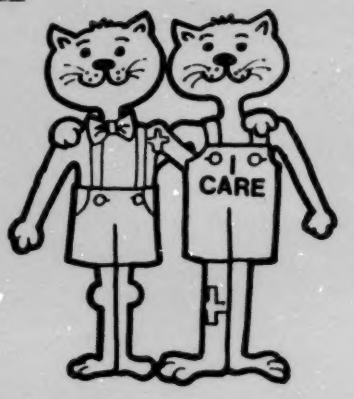
CONFLICT CAN BE A CHALLENGE



Do you think that all conflict is destructive and must end in violence? This is not so! Conflict can be an opportunity to look at a problem creatively, from a new perspective with fresh ideas.

Conflict can be a great **motivator** for change. Throughout history, there have been people who had the courage to stand up for their values during times of conflict. Because of their courage, our world is a better place to be.

FOR YOU:

1. Find out what these words mean and tell how they might be used to make constructive change:

non-violence boycott petition vigil sit-in strike

civil disobedience pickets initiative referendum march

2. Research the lives of these people and tell what techniques they used to make constructive changes:

Jane Addams Jesus Cesar Chavez Gandhi Susan B. Anthony

Jose Marti Ralph Nader Rosa Parks Jacob Riis

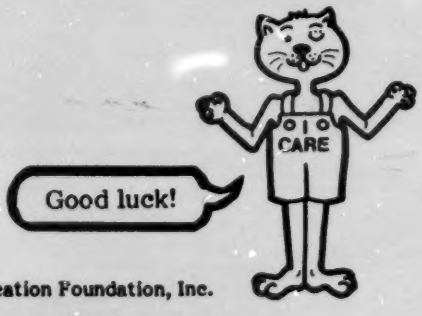
Martin Luther King, Jr. Pope John XXIII

LOOKING BEYOND: Have you ever heard someone say: "Don't make waves." "Leave well enough alone." "What can one person do?"

Why do you think that many people avoid conflict and go along with conditions when change is needed? Is there a condition in your community, country or world that makes you angry enough to want to change but don't know how? Here is a **PLAN OF ACTION.**

1. What is the problem? Be **specific.** _____
2. Who is responsible or in a position to make changes? _____
3. How do I contact these people? _____
4. Where can I gather facts about **both** sides of the conflict? _____
5. How can I convince responsible people to want to make change? _____
6. If they will not respond, what other alternatives do I have? _____
7. How can I get other people to join me in making changes? _____

Remember that the **democratic process** can only work when citizens have the courage to face conflict fairly and deal constructively with change.



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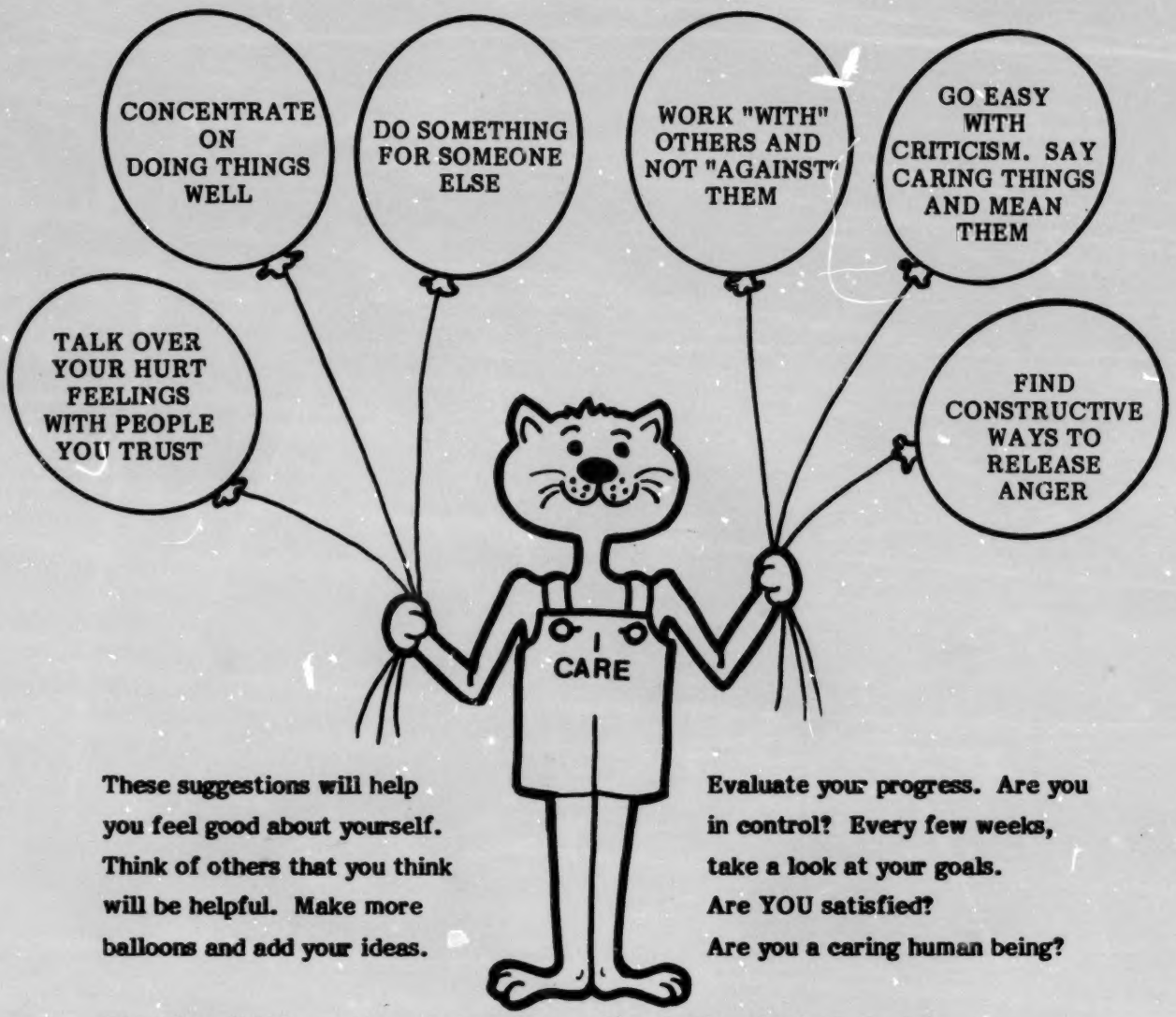
GOAL SETTING: TAKING CONTROL


CONCENTRATE ON DOING THINGS WELL
DO SOMETHING FOR SOMEONE ELSE
WORK "WITH" OTHERS AND NOT "AGAINST" THEM
GO EASY WITH CRITICISM. SAY CARING THINGS AND MEAN THEM
TALK OVER YOUR HURT FEELINGS WITH PEOPLE YOU TRUST
FIND CONSTRUCTIVE WAYS TO RELEASE ANGER
I CARE

These suggestions will help you feel good about yourself. Think of others that you think will be helpful. Make more balloons and add your ideas.

Evaluate your progress. Are you in control? Every few weeks, take a look at your goals. Are YOU satisfied? Are you a caring human being?

1. Did this unit help you to understand yourself and others better? Explain.

2. Which conflict management strategies have you found to be the most effective?
   a)
   b)

3. Which strategies have you found the most difficult to use?
   a)
   b)

4. What methods have you found to be most effective in handling your anger constructively?
   a)
   b)

5. This unit helped me most in the following ways:
   a)
   b)
   c)

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POST TEST

Part I

Directions: Read each statement carefully. Circle **T** if you think statement is true, and **F** if you think it is false.

T F 1. Conflict is a natural part of life.

T F 2. All conflicts end in violence.

T F 3. There are at least two sides in every conflict.

T F 4. It is possible to eliminate conflict.

T F 5. Behavior can be either appropriate or inappropriate depending on where it happens.

T F 6. Inappropriate behavior can cause conflict.

T F 7. Behavior cannot be changed.

T F 8. People all over the world have the same basic needs.

T F 9. Unmet needs can cause a conflict.

T F 10. There are many non-violent alternatives available to solve a conflict.

T F 11. It is not possible for everyone to win in a conflict.

T F 12. Calling someone a name is a form of violence.

T F 13. Frustration always leads to violence.

T F 14. It is important to learn not to get angry.

T F 15. Adults never have conflicts.

T F 16. Conflict can be constructive as well as destructive.

T F 17. Conflicts can escalate or de-escalate depending on what is said or done.

T F 18. Fighting fair means respect for others and for ourselves.

T F 19. In resolving a conflict it is important not to embarrass or humiliate the other person.

T F 20. Learning to handle conflict constructively takes a lot of practice and skill.

Part II

Directions: Place the number of the definition in the blank.

	WORD		DEFINITION
_____	consequences	1.	a plan of action to solve a problem
_____	strategy	2.	disagreement, struggle over things, ideas, values
_____	conflict	3.	the results of what we do
_____	resources	4.	choices we have in dealing with a problem
_____	alternatives	5.	total ways of acting, everything we do
_____	frustration	6.	not being able to get or do what we want when we want it
_____	scapegoat	7.	when two people give up something to resolve a conflict
_____	behavior	8.	all the things we use to help us solve a problem; includes our intelligence, skills, experiences, etc.
_____	compromise	9.	what we believe to be important
_____	values	10.	a person or thing made to bear the blame for the mistake of others

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CREATIVE CONFLICT SOLVING FOR KIDS

OBJECTIVE:

STUDENTS WILL UNDERSTAND AND APPLY THE OVERALL CONCEPTS OF THIS UNIT TAKING INTO CONSIDERATION:

a) Basic human needs and values;
b) Consequences of behavior;
c) Non-violent alternatives to conflict.

OVERALL CONCEPTS:

1. Conflict is a normal part of life. Our goal is not to eliminate conflict but to learn to handle it in a constructive manner.

2. Conflict exists at all levels of human existence:
   Individual (within families, at school, at play, etc.)
   Between/among groups (religious, employer-employee, political, ethnic, etc.)
   National/International (boundaries, resources, human rights, etc.)

3. Conflicts can end violently or non-violently.

4. Conflicts have many causes:
   Unmet physical needs
   Unmet psychological needs (status, prestige, power, etc.)

5. Understanding of emotions can be a significant factor in dealing constructively with conflict.

6. There are many conflict resolution techniques which can be used to handle a conflict situation. There are factors which can contribute to escalation or de-escalation of a conflict.

7. There are many choices available in any conflict situation.

8. Decision making skills are essential for responsible citizenship in our democracy.

9. The choices we make will determine to a large extent the kind of world we will live in.

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CREATIVE CONFLICT SOLVING FOR KIDS

Page 1: CONFLICT AND ME

TEACHING SUGGESTIONS:

1. Use as a pretest to see how students presently handle conflicts.
2. Have students share the things that make them **most** angry.
3. Have students begin a conflict notebook. Encourage them to personalize it with art work, poetry, cartoons, creative writing, etc.
4. You might want to give the same test as a post-test. Have students compare with pre-test to see if they handle conflicts in a more constructive manner.

Page 2: EMOTIONS, EMOTIONS, EMOTIONS: INTRODUCTION TO CONFLICT

VOCABULARY: behavior, emotions, conflict, consequences, resolve, creative

TEACHING SUGGESTIONS:

1. Always introduce vocabulary before individual sheet is discussed. Have students begin a glossary in the back of their Conflict notebooks to which they will add throughout the unit.
2. Have students:
   a) Read and discuss the introduction. Why isn't it possible to eliminate conflict from our lives? Why do you think people sometimes use violence to get what they want?
   b) Independently complete rest of page. Discuss. (This will help students realize that many other people share their emotions).

EXTENDING ACTIVITIES:

1. Have students role play different facial and body expressions that show common feelings. Focus on the fact that many messages are given through non-verbal communication.
2. Choose one of the emotions listed and write a poem. Illustrate.

Page 3: LOVE AND FRIENDSHIP

VOCABULARY: environment, respect, anxiety, insecurity

TEACHING SUGGESTIONS:

Have students:

1. Read and discuss the introduction. What is meant by a "loving environment?" Do caring and love mean the same thing? Is it easier to work out a problem when people show love and respect? Explain. Why do we sometimes hurt the ones we love? Why is it important to show love and respect?
2. Complete the sheet independently and share.

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EXTENDING ACTIVITIES:

Have students:

1. Write a short composition on how they feel when experiencing a new situation.
2. Find poems/lyrics with the theme of love and friendship.
3. Find out how other cultures show love and friendship. If possible, invite foreign students to talk to the class.

Page 4: **YOUR FACE IS A MIRROR OF YOUR FEELINGS**

TEACHING SUGGESTIONS:

1. Encourage students to be creative with their drawings. They can add hands, hair, tears, etc. The completed pictures make a great bulletin board.

Page 5: **SOMETIMES I FEEL...**

VOCABULARY: appropriate, attitudes, culture, constructively, psychologist

TEACHING SUGGESTIONS:

Have students:

1. Read the introduction. Discuss:
   a. Why isn't it always acceptable for us to express our emotions when we need to?
   b. Have you ever felt "ready to explode?" What caused the feelings? How did you handle them? How do our feelings sometimes hurt others?
2. Read and discuss the five questions. Students enjoy guessing where their feelings are. What really hurts is a person's self-concept.
3. Complete page and share.

EXTENDING ACTIVITIES:

Have students:

1. Cut out pictures from magazines or newspapers of people showing emotions. As a class project, make a large collage entitled "FEELINGS."
2. Find poems and songs that deal with emotions. Share.
3. Write or discuss how they feel about: poverty, war, hunger, death, sickness wealth, pollution.
4. Invite the school nurse or a doctor to speak to students about the relationship between stress and health.
5. Invite a stress management expert from the community to teach children some techniques.

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Page 6: **FRUSTRATIONS: WE ALL HAVE THEM**

VOCABULARY: frustration, defuse, scapegoat

TEACHING SUGGESTIONS:

1. Give students a difficult assignment that must be completed quickly. Ask them to share their feelings of frustration.
2. Read, discuss and complete the introduction.
3. Read, discuss and complete the rest of the sheet. Follow-up questions:
   a. Why is it easier to "defuse" anger at home and at play than it is in school?
   b. What can students do with their anger in a school situation that would be acceptable behavior? (It is important that teachers and students work cooperatively to find acceptable ways for children to "let off steam." Many students say that teachers and administrators can yell or paddle them when they get "mad" but kids have no such outlet. When kids yell or hit they get into trouble).
   c. How does scapegoating lead to conflict?

EXTENDING ACTIVITIES:

1. Play the Cooperation Squares game (appendix).
2. Have students draw "scapegoats" illustrating personal situations in a humorous way.

Page 7: **DEALING WITH THE ANGER OF OTHERS**

TEACHING SUGGESTIONS:

1. Read and discuss the first section: What was the problem? Why did the mother "explode?" Who was responsible for the problem? Did the person telling the story take the mother's anger personally? What needs and feelings may have been responsible for the mother's anger? What might the kids do to resolve the conflict?
2. Complete and discuss rest of page.
3. Brainstorm ways of turning an "enemy" into a friend.
   What might governments do to change "enemy" nations into "friends?"

Page 8: **SCRAMBLED WORDS**

This worksheet reviews vocabulary (LOOKING BACK) and introduces new vocabulary (LOOKING AHEAD).

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Page 9: HUMAN BEHAVIOR IS SOMETIMES PUZZLING

VOCABULARY: constructive, destructive, aggression

TEACHING SUGGESTIONS:

1. Discuss:
   a. Which headlines show constructive behavior? Destructive?
   b. What conditions might cause a person to hurt her baby and another person to help twelve "unwanted" children?
   c. Why do some people risk their lives to save the life of a stranger? Why do many communities pitch in to help a family in trouble?
   d. In what ways are the behaviors of the teen-age girl and the drunk driver similar? What conditions might cause a person to get involved with alcohol or drugs?
   e. What conditions might cause one country to live in peace with its neighbors while another goes to war?
2. Have students share their constructive responses to the four destructive situations.

EXTENDING ACTIVITIES:

1. Collect and identify newspaper articles that illustrate constructive and destructive behavior. Post on bulletin board.
2. In small groups, have students describe ways that families are affected by: unemployment, poverty, alcoholism, divorce, illness, drugs, physical handicap, death of a loved one, new baby, grandparents moving in.
3. Identify community groups that help people "defuse" the frustration and anger that these problems cause.
4. Invite social workers, etc. to speak to class.
5. Play Straw Tower Game (Appendix).

Page 10: WHAT IS BEHAVIOR?

VOCABULARY: inappropriate

TEACHING SUGGESTIONS:

1. Have students complete worksheet independently.
2. Share responses and discuss:
   a. Why is the children's behavior in the cartoon causing conflict?
   b. Why do you think the children are behaving like this? Where do you think that they learned this behavior? (parents, friends, TV?)
   c. What does it mean to be human? Ask if they agree with the following responses that were given by some junior high school students:

      Humans can: plan for the future; think abstractly; create art; consider alternatives and consequences of their actions; display compassion; have a conscience; have advanced technology; pass ideas to future generation.
3. Tally the responses from the chart. Discuss reasons for students' choices. Did they sometimes disagree? Why? Were there some actions that are always "inappropriate" behavior regardless of place? Explain.
4. Discuss: Do you think it is possible to change a "bad" behavior? If so, explain how. Why is it more difficult to change a behavior after it has become a "habit?" How can a habit be broken?

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EXTENDING ACTIVITIES:

Have students:

1. Observe the behavior of a younger brother or sister. How do young children learn appropriate/inappropriate behavior?
2. Observe a pet's behavior. How did it learn appropriate behavior?
3. Invite a person from the zoo, animal shelter, etc. to talk about how animal behavior is similar/different from human behavior.
4. Investigate reasons for conflict among animals and compare with human conflict.

Page 11: **BEHAVIOR: WHERE DO WE LEARN IT?**

VOCABULARY: inflict, innate, aggressive behavior

TEACHING SUGGESTIONS:

1. Complete worksheet independently after going over directions.
2. Discuss:
   a. Why do we do cruel things to others? Where do we learn aggressive behavior?
   b. What do you think the kid in the cartoon means? Do you agree? Tell why.
3. Follow-up to Behavior Chart
   a. Which behaviors are innate?
   b. Which are learned? Where do we learn these behaviors?
4. Have students share and discuss the Scale. Are their listings similar? What conclusions can they infer from their findings?

EXTENDING ACTIVITIES:

1. Divide the class into groups of 5 or 6. Have them pretend that they are marooned on a deserted tropical island. It may be years before they are found. Their task is to set up rules for their behavior and punishment for rule-breakers. Have each group share and compare their rules. Discuss:
   a. Why do groups of people develop rules?
   b. Who decides what rules should govern people's behavior? (parents, peers, teachers, religious leaders, government leaders, ethnic groups, etc.)
   c. How are these rules enforced? (peer pressure, fear of punishment, rewards, punishment, conscience, etc.)
   d. How are rules changed? (riots, petitions, rebellions, laws, lobbies, revolution, group consensus, religious edicts, etc.)
2. Have students:
   a. Keep a record of three television programs and tally the number of violences (physical and verbal) used.
   b. Compare results and discuss.
   c. Conduct a poll. Do you think that violence on television influences young children and teenagers to behave aggressively? If so, how? Does television influence your behavior? In what ways? Share findings.
3. Research the following groups of people to find out whether they are peaceful or warlike. How are children brought up? How are conflicts handled? What factors might contribute to one culture being peaceful and another being warlike?

   Hopi Indians — Yanomamo Indians of Venezuela and Brazil

   Tasaday of Mindanao — Bushmen of the Kalahari — Eskimo

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Page 12: BASIC NEEDS AND BEHAVIOR

VOCABULARY: Basic needs, physical needs, psychological needs

TEACHING SUGGESTIONS:

Have students:

1. Identify the basic needs of all people in priority order. Have each group share their lists - and make a class list. (Do this before giving page to students.)
2. Read and discuss page. How does their list compare with Maslow's hierarchy?
3. Share their responses to the four situations.
4. Discuss: How do the needs of a baby differ from your needs? How will your needs change as you grow older?

EXTENDING ACTIVITIES:

1. Have students keep a record for a day showing how their needs were met in each category. Ask them to record how they felt if some need was not met.
2. Have students cooperatively make a collage showing the basic needs of people.
3. Invite a social worker or juvenile officer to speak to students on how unmet needs affect behavior.

Page 13: CAN UNMET NEEDS CAUSE THESE BEHAVIORS?

VOCABULARY: alternatives

TEACHING SUGGESTIONS:

1. Have students read or role play the scenarios and discuss the questions. Have them write endings.
2. Encourage students to write similar situations for class analysis.

EXTENDING ACTIVITIES:

1. Have students analyze literary or historical characters focusing on unmet needs, conflict and possible alternatives.

Page 14: I AM SOMEBODY

TEACHING SUGGESTIONS:

1. Discuss: What does the title mean? Why is it important to be a "somebody?" Why is everyone a "unique" person?
2. Encourage students to individualize their shirts.
3. When completed, they make an interesting bulletin board. Students enjoy guessing who the shirts belong to.

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EXTENDING ACTIVITIES:

1. Discuss: What does personality mean? Is personality innate or learned? Can personality be changed? How?
2. What traits do you think a person needs to have a "nice" personality? Write list on board. Place in priority order.
3. a. Make posters, collages, cartoons or write poems, depicting the following kinds of personalities: snob, show-off, wise guy, bully, tattler, boss, bragger, whiner, put-downer, provoker, bore.
   b. Discuss how these personalities can cause a conflict. Where are these personalities learned? What unmet needs might cause a person to develop one of these personalities?
4. Have students put a stamp-pad thumb imprint on their page and examine with a magnifying glass.

Page 15: ZOOMING IN!

VOCABULARY: Internal conflict

TEACHING SUGGESTIONS:

1. Use the set of five pictures showing common conflicts to help students understand the concept. (Appendix.) With each picture ask:
   a. What do you think is happening?
   b. How do you think each person is feeling?
   c. What do you think each person is saying?
   d. Have you ever been in a similar situation? Explain.
2. Read and discuss page.
3. In small groups, have students compare the different kinds of conflicts shown. Have them share their responses with total class for comparison.
4. Identify issues that are causing conflict in their community, state, nation (e.g. environmental concerns, political campaigns, etc.)

EXTENDING ACTIVITIES:

Have students:

1. Bring in examples of conflict situations from comics, newspapers, magazines. Start a bulletin board.
2. On 3/5 cards, write conflict situations they have had at home, school, at play. (Students do not put their names on cards, nor tell how they solved the conflict). Collect. Each day have students select one or two cards and offer non-violent ways to resolve the conflict.
3. Read/discuss some famous feuds such as the Hatfields and McCoys, Romeo and Juliet, and West Side Story. How did the conflicts begin? How did they end? Why do some conflicts go on for generations?
4. Research other conflicts in history and give oral reports: Suggestion: European/Native American, pro-slavery/abolitionists; woman's suffrage movement; civil rights movement, etc.

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Page 16: CONFLICT: A TWO WAY ESCALATOR

VOCABULARY: escalate, de-escalate

TEACHING SUGGESTIONS:

1. Read, role play, brainstorm "Questions" in small groups, and share.
2. Encourage students to write other scenarios with questions for discussion.

Page 17: OBSERVING CONFLICT

TEACHING SUGGESTIONS:

1. Have students keep an accurate record of the conflicts they observe for several days. They may use television programs for a source of conflicts to analyze.
2. Share findings. Focus on non-violent resolution of conflict. How could the conflict have been resolved without the use of violence?

Page 18: CHAIN OF ESCALATING CONFLICT

TEACHING SUGGESTIONS:

Have students:

1. Read section I. Ask if they agree that "every link influences the next link?" Can they give examples?
2. Brainstorm, in small groups, ways that they could break the chain of conflict at each link. Bring groups together and share findings.
3. Discuss newspaper article.
4. Complete "FOR YOU." Put some of the "chains" on the chalkboard and discuss.
5. a. Tell students that many communities have Citizen Dispute Boards made up of impartial people who act as mediators. Mediators listen to both sides and suggest ways to end conflicts fairly. If such a board exists in your community, invite a member to speak to the class.
   b. If possible, have students, teachers, parents set up a mediation board in your school to deal with conflicts. Get the help of a professional mediator to guide this project.

EXTENDING ACTIVITIES:

Have students:

1. Research the history of trade unions. How are disputes between labor/management settled? Invite an officer from a local union to talk to class about the role of arbitrators in resolving a dispute between labor/management.
2. Bring in newspaper articles which deal with conflicts. Analyze as to the original conflict, factors which escalated the conflict, and ways the conflict could have been settled without violence. Bring in articles that show conflicts which were resolved without violence.

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Page 19: **FIGHTING FAIR**

VOCABULARY: open mind, threatened

TEACHING SUGGESTIONS:

Have students:
1. Read and discuss the introduction.
2. Study "Rules for Fighting Fair." Why do people need rules to fight? Are there any rules that they would like to add? Take out?
3. Discuss "What Do You Win?" Do they agree with the listing? If not, why? What would they add?
4. When a conflict is handled unfairly, what happens? What do you lose? List responses on board.

EXTENDING ACTIVITIES:

1. Have a group of students create a RULES FOR FIGHTING FAIR bulletin board.
2. Have students report the effectiveness of using rules for fighting fair with brothers/sisters.

Page 20: **FOULS**

VOCABULARY: fouls

TEACHING SUGGESTIONS: (This page reinforces the concepts of the previous page. Fouls are equivalent to fighting unfairly.)

1. Read and discuss the introduction.
2. In small groups, have students complete "FOR YOU." Share.
3. Role play scenarios.

4. Have students write different scenarios - using the same format. Share and discuss.

EXTENDING ACTIVITIES:

1. GAMES PEOPLE PLAY: Write the following game titles on chalkboard and ask students to tell how each "game" is played. Discuss how these "games" may cause conflict. Ask students to suggest ways of dealing with people who play these games.

   THE BLAME GAME - "It's not my fault." (never takes responsibility for behavior)

   THE NAME GAME - "You &%*&#$." (likes to give it out but often can't take it)

   THE FAME GAME - "I'm number One." (the big-shot)

   THE CLAIM GAME - "It's mine, I was here first." (things are more important than people)

   THE SHAME GAME - "You're so dumb." (ridiculing or humiliating others makes this person feel better about himself)

2. Ask students if they were born knowing these games or did they learn them. Are these habits that can be changed? If so, how? (Focus on fact that these patterns are as difficult to break as chewing nails, smoking, etc. but possible if a person really wants to).

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Page 21: **WORD SEARCH**

TEACHING SUGGESTIONS: Use a yellow felt-tip pen and the words will still be readable.

Page 22: **STRATEGIES FOR RESOLVING CONFLICTS**

VOCABULARY: strategies, compromise, avoidance, postponement

TEACHING SUGGESTIONS:

Have students:

1. Read and discuss the first five items. Do they agree? What are the rules for fighting fair?
2. Discuss the strategies listed and tell when and how they have used them.
3. Complete **FOR YOU**. Then, in small groups, make puppets (stick, paper bag, etc.) and dramatize the situations they created.

Page 23: **CREATIVE COMMUNICATION**

VOCABULARY: communicate

TEACHING SUGGESTIONS:

Have students:

1. Read and discuss the introduction.
2. In small groups, role play the situations listed. Be aware of tone of voice and body language as well as words used. Focus: non-threatening communication is much more creative because it takes brains instead of just "blind" reacting.
3. Complete **FOR YOU**. Share and discuss. Focus on unmet needs. Students may need to refer back to Maslow's chart (page 12).

EXTENDING ACTIVITIES: The following activities will show students the importance of good listening skills:

1. Whisper in a student's ear: "Bring your raincoat and umbrella to the picnic on Saturday." Have this message whispered from student to student around the room. The last student to hear it will say it aloud to the class. It is amazing how different it will be from the original message. Discuss how we might become better listeners.
2. Play the COMMUNICATIONS GAME (appendix).

Page 24: **"BOOGA, BOOGA, BOOGA"**

VOCABULARY: mediator

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TEACHING SUGGESTIONS:

Have students:
1. Read and act out the comic situation.
2. Discuss: What was Dagwood's original plan for resolving the conflict? Did he follow it? Tell why or why not. (It is difficult to follow your plan until you've had lots of practice, page 15). Do you think that he needed more practice as a mediator? What strategy did he finally use? (humor). How did his family react?
3. Complete the page. Provide ample time for creating, rehearsing and presenting puppet plays. Discuss the strategies and communication skills used.

EXTENDING ACTIVITIES:

Ask students to bring in other comics showing communication skills to act out and discuss.

Page 25: **WHEN VALUES CONFLICT: DECISIONS! DECISIONS!**

VOCABULARY: conflicting values, prejudice

TEACHING SUGGESTIONS:

1. a. Before giving page to students, have them write 5 things that are the most important to them (health, religion, family, friendship, money, records, car, etc.) on separate pieces of paper. Tell them to "throw away" one of the papers. Continue until they have only one piece left. Ask students to share the item they kept and tell why. At end of activity, let them "take back" their important things. You'll be surprised at how relieved they'll be!
   b. Discuss: Could we live without values? Would you want to? Why are emotions often difficult to control when a conflict involves values? (Basic beliefs are being threatened) Why is creative communication even more important to a conflict over values than a conflict over a possession?
2. Read and discuss the introduction.
3. Have students complete **FOR YOU.** Share.

EXTENDING ACTIVITIES:

1. Have students find examples of conflicting values in:
   a. historical events they are studying in Social Studies
   b. characters from literature and film
   c. "sit coms" on TV (good homework activity)

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Page 26: **CONSEQUENCES**

TEACHING SUGGESTIONS:

1. Read and discuss introduction. Do students want more freedom?
   Focus: With freedom comes responsibility and important choices to make.
2. Complete and discuss OH! OH! Focus: Every choice has a consequence. We must take responsibility for our choices and our consequences.
3. Students may work in small groups to complete **FOR YOU.** Discuss. Focus: the consequences for our actions affect many other people.

EXTENDING ACTIVITIES:

Have students study some other long range consequences of decisions that affect many people (eg. nuclear waste, water management, Agent Orange, etc.)

Page 27: **CONFLICT CAN BE A CHALLENGE**

VOCABULARY: motivator, specific, democratic process.

TEACHING SUGGESTIONS:

1. Read introduction and assign **FOR YOU.** Students may work in small groups and present their research by: role-playing; "interviewing;" story-board; finding AV materials to show the class; book reports, etc. Focus: It takes courage to make change; it takes responsibility to make change non-violently.

2. Assign LOOKING BEYOND. Discuss:
   a. Why are many people afraid to take a stand?
   b. Why is it important to get all your facts straight and to learn both sides?
   c. What are some techniques that students can learn to make other people listen to them? (leadership qualities)
   d. Why is a plan of action important? (organization)

   FOCUS: In a democracy, we have a responsibility to be involved. There are many non-violent ways that students can share in the democratic process (debate, letter writing, inviting speakers to discuss issues, joining clubs that deal with issues, learning facts about decisions that affect their community, etc.)
3. Discuss the following quotations: "Let no man pull you so low as to hate him." "The strong man is the man who can stand up for his rights and not hit back." M.L. King Jr.

Page 28: **GOAL SETTING: TAKING CONTROL** An evaluation of the unit.

Page 29 **POST TEST**

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Game: **BROKEN SQUARES**

Purpose: To see how students cooperate and handle conflict.

To Make Squares: Each square should be made 6 inches by 6 inches. Complete each pattern and label with letters as shown. Cut out each piece so that you have 15 pieces in a set. Put each set in an envelope.

Directions:

1. Group your students so that there are five in each group.

2. Each group will need a complete set of Cooperation Squares. (These should have already been cut up into 15 pieces).

3. Every student in a group is assigned a letter (A-E) and given the corresponding pieces (student A gets all "A" pieces, student B gets all "B" pieces, etc.).

4. Write COOPERATION on the chalkboard. Ask students what the word means and list their responses. (Everyone must understand the problem. Everyone needs to think about the other people. Everyone needs to help. Etc.).

5. Say: "You have been given a puzzle that can only be solved by cooperating. Everyone in your group has some pieces of the puzzle. Your group must make five squares of equal size. Your job will not be completed until every person in your group has a perfect square the same size as all the other squares.

No member of the group may speak.
No pointing, signalling or any other signs.
No member may take or ask for a puzzle piece.
Any member may give a puzzle piece to anyone else."

While groups are working on their puzzles, observe group behavior.
When most groups have finished (about 45 min.) call time and discuss:

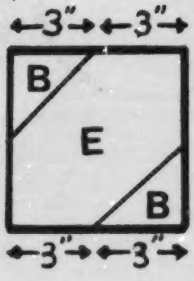
1. Was anyone in your group willing to give away a piece?

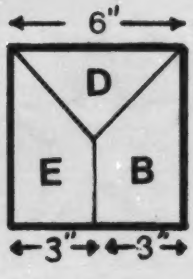
2. Did anyone feel frustrated by the rules?

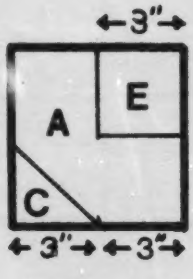
3. Did anybody finish and forget about the rest of the group?

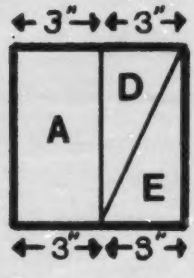
4. Was there a certain time when your group began to cooperate?

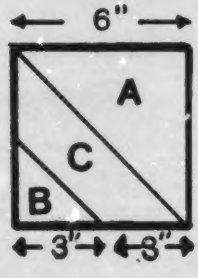
5. Did anybody in your group break a rule? What happened?











Game: **STRAW TOWER**

Purpose: To experience cooperation, conflict, competition; to identify group dynamics.
NEEDED: plastic straws, scotch tape.

Directions:

1. Group students randomly and give each group straws and tape.
2. Say: "Your group will have 15 minutes to build a tower using tape and straws. Each tower will be judged on its creativity, originality and overall beauty."
3. At end of activity, discuss:
   a. How well did your group cooperate?
   b. Was there conflict within your group? Tell what happened.
   c. How was the conflict resolved?
   d. Did everyone get a chance to work on the Tower?

Game: **HOW WELL DO YOU COMMUNICATE?**

Purpose: To show students the importance and difficulty of communication.

Directions:

1. Give each student a set of shapes. Pair students up and ask each pair to color their shapes (same color as partner's) and cut them out.
2. Partners sit back to back with their own shapes.
3. Say: "One of you is the Teller. The other one is the Listener. The Teller makes a pattern with his/her shapes and describes the pattern to the Listener. The Listener follows the oral directions (no peeking!) and tries to make the same pattern."
4. When partners are finished, have them compare patterns. Ask: "Do your patterns look the same? How well did you communicate with your partner? Do conflicts occur sometimes because it is so difficult to say what we really want to?